

Grade 6

Adopted 2018

Standards for History and Social Science Practice

- 1. Demonstrate civic knowledge, skills, and dispositions.** HSSP.1

- 2. Develop focused questions or problem statements and conduct inquiries.** HSSP.2

- 3. Organize information and data from multiple primary and secondary sources.** HSSP.3

- 4. Analyze the purpose and point of view of each source; distinguish opinion from fact.** HSSP.4

- 5. Evaluate the credibility, accuracy, and relevance of each source.** HSSP.5

- 6. Argue or explain conclusions, using valid reasoning and evidence.** HSSP.6

- 7. Determine next steps and take informed action, as appropriate.** HSSP.7

**History and Social
Science and the
Standards for Literacy
(Grades 6-8)**

Reading Standards for Literacy

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. **6-8.RCA-H.1**
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. **6-8.RCA-H.2**
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). **6-8.RCA-H.3**

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **6-8.RCA-H.4**
5. Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings. **6-8.RCA-H.5**
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **6-8.RCA-H.6**

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **6-8.RCA-H.7**
8. Distinguish among fact, opinion, and reasoned judgment in a text. **6-8.RCA-H.8**
9. Analyze the relationship between a primary and secondary source on the same topic. **6-8.RCA-H.9**

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. **6-8.RCA-H.10**

Writing Standards

Text Types and Purposes

1. Write arguments focused on discipline-specific content. **6-8.WCA.1**
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims/critiques, and organize the reasons and evidence logically in paragraphs and sections. **6-8.WCA.1.A**
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. **6-8.WCA.1.B**
 - c. Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence. **6-8.WCA.1.C**
 - d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). **6-8.WCA.1.D**
 - e. Provide a concluding statement or section that follows from and supports the argument presented. **6-8.WCA.1.E**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **6-8.WCA.2**
 - a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **6-8.WCA.2.A**
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **6-8.WCA.2.B**
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. **6-8.WCA.2.C**
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **6-8.WCA.2.D**
 - e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). **6-8.WCA.2.E**
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **6-8.WCA.2.F**
3. Not applicable **6-8.WCA.3**

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **6-8.WCA.4**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **6-8.WCA.5**

6. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. [6-8.WCA.6](#)

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. [6-8.WCA.7](#)
8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [6-8.WCA.8](#)
9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) [6-8.WCA.9](#)

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [6-8.WCA.10](#)

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. [6-8.SLCA.1](#)
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) [6-8.SLCA.1.A](#)
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [6-8.SLCA.1.B](#)
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [6-8.SLCA.1.C](#)
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [6-8.SLCA.1.D](#)
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. [6-8.SLCA.2](#)
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. [6-8.SLCA.3](#)

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. [6-8.SLCA.4](#)
 5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [6-8.SLCA.5](#)
 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. [6-8.SLCA.6](#)
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**Grade 6: World
Geography and Ancient
Civilizations I**

Studying complex societies, past and present

1. Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present. **6.T1.1**
2. Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past. **6.T1.2**
3. Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations. **6.T1.3**

Human origins, the Neolithic and Paleolithic Eras

1. Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. [6.T2.1](#)
2. Identify sites where archaeologists have found evidence of the origins of modern human beings and explain current theories of how human groups moved from Africa over time into the continents now known as Asia, Europe, the Americas, and Oceania. Give examples of how ongoing archaeological research adds new data that changes interpretations of how migrations and habitation sites are dated. [6.T2.2](#)
3. Explain that the term Paleolithic Era refers to the period of earliest human history, beginning c. 2.6 million years ago to c. 11,700 years ago, characterized by the first use of stone tools, fire, hunting and gathering weapons, and, about 50,000 years ago, by cave painting, sculpture, tools, and artifacts using diverse materials such as bone, shell, stone, mineral pigments, and wood). [6.T2.3](#)
4. Explain that the term Neolithic Era refers to the period beginning about 10,000 years ago to c. 4500 or c. 2000 BCE in different parts of the world, in which the technologies of agriculture (growing crops and the domestication of animals) and metallurgy (mining and working of metals) were invented and refined, and in which complex societies begin to appear. [6.T2.4](#)
5. Explain how complex societies that practice agriculture may differ, some developing into permanently settled communities, some being nomadic and moving livestock from place to place, some cultivating land temporarily and moving to another location when a plot of land is no longer productive. [6.T2.5](#)
6. Explain that scholars have attempted to define the characteristics of a complex society (sometimes called "civilization") since the early 20th century, and although debates are ongoing, many cite these characteristics: [6.T2.6](#)
 - a. an economy that produces food surpluses [6.T2.6.A](#)
 - b. dense populations in distinct areas or cities [6.T2.6.B](#)
 - c. stratified social classes [6.T2.6.C](#)
 - d. specialized occupations [6.T2.6.D](#)
 - e. developed systems of government, religion, and learning [6.T2.6.E](#)
 - f. achievements in technology, art, and monumental architecture [6.T2.6.F](#)
 - g. systems of record keeping, either written or oral [6.T2.6.G](#)
7. Explain the ways in which complex societies interact and spread from one region to another (e.g., by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization). [6.T2.7](#)
8. Construct and interpret a timeline that shows some of the key periods in the development of human societies in the Paleolithic and Neolithic Eras. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, CE/AD, BCE/BC, c. and circa). Identify in BCE dates the higher number as indicating the older year (that is, 3000 BCE is earlier than 2000 BCE). [6.T2.8](#)

Western Asia, the Middle East and North Africa Middle East, and North Africa

1. On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosphorus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region. **6.T3A.1**
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region. **6.T3A.2**
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries. **6.T3A.3**

Western Asia, the Middle East and North Africa: Mesopotamia, c. 3500–1200 BCE

1. Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers "the Fertile Crescent." **6.T3B.1**
2. On a map of archaeological sites in the region, and identify the locations and time periods of the Sumerians, Babylonians, and Assyrians as successive states and empires. **6.T3B.2**
3. Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations. **6.T3B.3**
4. Analyze the important characteristics and achievements of early Mesopotamia. **6.T3B.4**
 - a. a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves **6.T3B.4.A**
 - b. a religion based on polytheism (the belief in many gods) **6.T3B.4.B**
 - c. monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals) **6.T3B.4.C**
 - d. cuneiform writing, used for record keeping tax collection, laws and literature **6.T3B.4.D**
 - e. the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, "If a man put out the eye of another man, his eye shall be put out." [An eye for an eye]). **6.T3B.4.E**

Ancient Egypt, c. 3000–1200 BCE

1. Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms "Upper" and "Lower" mean in this context. **6.T3C.1**

2. Describe the significance of the Nile River to ancient Egyptians. 6.T3C.2
3. Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt. 6.T3C.3
4. Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra). 6.T3C.4
5. Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves). 6.T3C.5
6. Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities. 6.T3C.6
7. Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power). 6.T3C.7

Ancient Phoenicia, c. 1000–300 BCE

1. On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea. 6.T3D.1
2. Explain how the location of Phoenicia contributed to its domination of maritime trade in the Mediterranean from c. 1000-300 BCE. 6.T3D.2
3. Describe how the alphabetic Phoenician writing system differed from Mesopotamian cuneiform or Egyptian hieroglyphic writing; explain how Phoenician maritime traders contributed to the spread of the use of the alphabetic system, which eventually evolved into the Greek alphabet and then into letter symbols used in other languages. 6.T3D.3

Ancient Israel, Palestine, c. 2000 BCE–70 CE

1. On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Palestine and ancient Egypt. 6.T3E.1
2. Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in Hebrew history. 6.T3E.2
3. Describe the history of ancient Israel and early Christianity: 6.T3E.3
 - a. monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations) 6.T3E.3.A
 - b. the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as

capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE). 6.T3E.3.B

- c. the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire. 6.T3E.3.C
- d. the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.). 6.T3E.3.D

The ancient Arabian Peninsula (7th century CE)

- 1. On a map of the Arabian Peninsula, identify the Red Sea and the cities of Mecca and Medina as the sites of the beginning of the Muslim religion. 6.T3F.1
- 2. Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions. 6.T3F.2
- 3. Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur'an as the primary source of Islamic belief. 6.T3F.3

Interactions among ancient societies in Western Asia, North Africa, and the Middle East

- 1. Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China). 6.T3G.1
- 2. Use information from primary and secondary sources to research contributions of one of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world. 6.T3G.2

Sub-Saharan Africa

T4a. Physical and political geography of Sub-Saharan Africa 6.T4A

1. On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, and the Mediterranean Sea. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, Mount Kilimanjaro, the Cape of Good Hope, the Great Rift Valley, Lake Victoria). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region. 6.T4A.1
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region. 6.T4A.2
3. Explain how absolute and relative locations, major physical characteristics, climate (including drought and desertification), and natural resources in this region have influenced settlement patterns, population size, and economies of the countries. 6.T4A.3

T4b. Selected Sub-Saharan African states and societies, c. 100–1000 CE 6.T4B

1. Identify the location, sources of wealth, and importance of the Kingdom of Axum (c. 100-940 CE); explain the role it played in the adoption of Christianity in Ethiopia and the role east African societies played in the spread of Islam to South Asia, 6.T4B.1
2. Explain the pivotal role Swahili coastal societies along the Indian Ocean played in linking trade networks between interior Africa and maritime routes along the coasts of Central and South Asia, and connecting to China; identify key goods in this trade (e.g., gold, ivory, iron, people from Africa, and cloth, glass beads, and porcelain from Asia). 6.T4B.2
3. Identify the locations, sources of wealth and importance of West African cities and empires, including the city of Timbuktu (beginning c.5th century CE), and the empire of ancient Ghana (beginning c. 700 CE). 6.T4B.3
4. Explain the pivotal role these societies played in the trans-Saharan trade, the spread of Islam, and trade with North Africa, Europe, West Asia in gold, ivory, and slaves and the contributions of these societies to the modern world. 6.T4B.4

Central America, the Caribbean Islands, and South America

T5a. Physical and political geography and indigenous populations of Central America and the Caribbean Islands **6.T5A**

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central America, the Caribbean Sea. On a map of the region, identify important physical features of the region (e.g. Gulf of Mexico, Yucatan Peninsula, the Panama Canal). **6.T5A.1**
2. Demonstrate knowledge of political geography by locating the current countries and major cities of Central America and the Caribbean Islands on a political map; use knowledge of maps to complement information gained from text about a country or region. **6.T5A.2**
3. Explain how absolute and relative locations, climate, major physical characteristics and natural resources influenced settlement, population size, and the economies of regions and countries in Central America and the Caribbean Islands. **6.T5A.3**
4. Describe the culture and way of life of the indigenous populations of the region (e.g., Carib [Antilles and South America], Taino [Cuba, Trinidad, Jamaica, Hispaniola, Puerto Rico], Lenca [Honduras], Miskito [Nicaragua], Huatares and Chorotegas [Costa Rica], Lokono, also known as Arawak [Trinidad and Tobago]). **6.T5A.4**

T5b. Physical and political geography of South America **6.T5B**

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate important physical features of the region (e.g. Isthmus of Panama, Andes Mountains, Cape Horn, Amazon River, and the southern, northern, eastern, and western regions of South America). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region. **6.T5B.1**
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region. **6.T5B.2**
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries. **6.T5B.3**

T5c. Major ancient societies in Central America and South America, c. 1400 BCE–1600 CE **6.T5C**

1. Research and report on one of the major ancient societies that existed in Central America (Maya, Teotihuacán, and other civilizations such as the Olmec, Toltec, and Zapotec), or one of the major pre-Columbian Andean civilizations (Chavín, Moche, Nazca), their locations, and their cultural characteristics. **6.T5C.1**

